These readers might see the aggressive pursuit of a cure as reckless behavior by the doctor. Peer readers, as discussed in Chapter 3, can be of great value to writers in gauging how a larger audience might react. If we direct peer readers to look for language choices, they can tell us which words or phrases produced an association, whether that association was positive or negative, and whether it was within our goals or outside of them. Our sentences can be greatly strengthened through the proper understanding of the connotations of words, but they can also mislead readers and leave an impression outside our intention if we casually insert words that connote more than we realize.

MIKE ROSE

from The Mind at Work

In this brief excerpt from the introduction of The Mind at Work: Valuing the Intelligence of the American Worker, *Mike Rose analyzes the term* skill *in relation to intelligence by relating its connotations to readers. Does this analysis put Rose into a position to rename* skill, *as discussed in the subsection on naming the world?*

Within the West there are powerful research traditions that yield other conceptions of intelligence and other means to assess it. In various ways, these traditions posit, for example, that there are multiple components to intelligence, or even multiple intelligences; that intelligence is variable and dynamic; that social context is crucial to its emergence and display; that creativity, emotion, aesthetic response, and the use of the body—removed from traditional psychometric definitions and tests of intelligence—must be considered as aspects of intelligent behavior. And, finally, it is very important to note that any discussion of intelligence is culture-bound. Some aspects of what we consider intelligence might well overlap with definitions from other cultures, but many cultures posit a range of further or different attributes to intelligence, for example, the ability to live in harmony with others.

It is undisputed that formal education will affect one's score on an intelligence test, since the tests tend to be heavy on verbal and numerical items. The big challenge to test designers, then, is to create at least a few components that, in theory, will not be affected by schooling, for example, identifying the missing element in a visual pattern. Though the success of this endeavor is (yet another) contested issue, it seems pretty clear that it is difficult—some say impossible—to tease out the effects of education (including a familiarity with and investment in tests like these) from the effect of "pure" intelligence. Here's what concerns me. . . . If one does well on an intelligence test, that clearly indicates some kind of cognitive competence. But if one doesn't do well—and, historically, poor performers would include low-income, working people—then the meaning of the score is much less clear. So, we have a measure that works only at the upper end of the scale. To do well tells us something about intelligence—and, usually, schooling—but not to do well provides